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ABSTRACT

In fall 1981, the cosmetology program at Caldwell Community College and Technical Institute (CCC&TI) was evaluated as part of a process to create a model for the periodic evaluation of all occupational programs at the school. In addition to collecting information for planning and program improvement, the study sought to assess the achievement of program objectives, to measure student and employer satisfaction, and to determine the outcomes of public expenditures. Program evaluations were solicited and received from 23 students who graduated before fall 1979 (26% of those contacted); 21 students who graduated after fall 1979 (50% of those contacted); 14 of 75 businesses employing cosmetologists; 5 employers of consenting graduates; cosmetology advisory committee members; both cosmetology instructors; and the department chair. Selected evaluation results indicate: (1) 86% of the recent and 43% of the earlier graduates were currently employed in the field; (2) recent graduates had a much higher estimation of their training than earlier graduates; (3) while 62% of the employers responding to the general survey rated CCC&TI graduates lower than graduates of other schools, current employers of specific graduates gave them good or excellent ratings in all skill areas; and (4) needs were expressed for additional equipment and classroom space and increased emphasis on manicuring, wig care, and specialized services for black patrons. The survey instruments are appended. (AYC)

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EVALUATION OF THE COSMETOLOGY PROGRAM AT CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE FALL, 1981

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JC 830 002

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Abstract

Title: Evaluation of the Cosmetology Program at Caldwell Community College and Technical Institute - Fall, 1981.
Author: V. David Pipes, Program Evaluation Coordinator

Statement of the Problem: This study was the initial study in a process designed to create a model to be used in the periodic evaluation of all occupational programs at CCC & TI. The purpose of this and subsequent studies is the collection of information and judgements to facilitate planning, to aid in the improvement of programs, and to meet accountability demands. Some of the more specific objectives of the evaluation of the cosmetology program are to determine whether program objectives are being met, to measure program success in terms of student and employer satisfaction, to identify aspects of the program needing improvement, and to inform the public of the outcomes of educational expenditures.

Procedure: The evaluation process is designed to allow all staff to participate in activities that directly affect them. A Survey Instrument Planning (SIP) committee developed or modified all survey instruments used in the evaluation process. This committee consisted of the department chairperson for business programs, both cosmetology instructors, the Dean of the Office of Educational Development, the Director of the Learning Resource Center, the Dean of Student Development and the program evaluation coordinator.

Information was gathered through surveys of program graduates, employers, the advisory committee, program instructors and the department chairperson. Information from these sources was then compiled and analyzed.

The Results: Survey results indicate that ninety-five percent (95%) of the respondents who graduated since the fall quarter of 1979 are currently

certified by the N. C. Board of Cosmetic Arts Examiners. Of these, eighty-six percent (86%) are employed in their field of training, and no respondents stated that they were unable to find work in cosmetology. Among all graduates surveyed, the rate of self-employment among those employed in cosmetology is approximately 40%. Comparisons of early and recent graduate responses indicate increasing graduate satisfaction with the quality of their training.

Survey results also indicated the need for skin care machines, electrolysis equipment, lockers for students, and additional classroom space. Increased emphasis is needed in training areas of manicuring, wig care, and specialized services for black patrons. Instructors need funding assistance for professional development and a work-study student to help with paper work. Lastly, efforts need to be undertaken to improve the program's image with local employers through publicity of program improvements and through greater involvement of the advisory committee and local practitioners in on-campus instruction.

Evaluation of the Cosmetology Program
at Caldwell Community College and Technical Institute
Fall, 1981

Introduction

Evaluation of occupational programs is essential to determine their worth and to provide for continued improvement and effectiveness. The word "evaluation" has many different meanings depending upon the need it is designed to meet and whether the focus is on process or product. The working definition used in the evaluation of programs at CCC & TI is as stated by Wentling (1980). He defines evaluation as

> ". . . the collection of information and judgements to facilitate planning, to aid in the improvement of programs, and to meet accountability demands."

The Executive Council of CCC & TI has stated that the purpose of program evaluations is to meet the following seven objectives:

1. to gather information relative to program planning and decision-making;
2. to determine whether program objectives are being met;
3. to identify aspects of a program needing improvement;
4. to determine resource allocations for a program;
5. to measure program success in terms of student and/or employer satisfaction;
6. to inform the public of outcomes of educational investments and expenditures; and
7. to verify that programs are meeting state, federal and voluntary accrediting agency mandates.

An eighth objective to be met by the Business Office is to measure the cost effectiveness of programs.

Evaluation Organization

Evaluation Coordinator

The Evaluation Coordinator is responsible for coordinating the evaluation process for each data source. This person is also assigned the responsibility of receiving, organizing, maintaining, and reporting data that relate to an instructional program or to individual personnel within a program.

Survey Instrument Planning (SIP) Committee

Program evaluation at CCC & TI is designed to allow all staff to participate in evaluation activities that directly affect them. Faculty members also are represented in planning committees related to the evaluation of programs in which they teach.

At the outset of each program evaluation a Survey Instrument Planning (SIP) committee is appointed. This committee develops or modifies all survey instruments and assists in the coordination of evaluation activities. This committee consists of the following members:

- the department chairperson for the program being evaluated;
- program instructors;
- an LRC representative;
- a Student Development representative;
- the Dean of the Office of Educational Development; and
- the evaluation coordinator.

Method of Evaluation

The basic strategy of the evaluation process is to generate input from as many appropriate sources as possible. For the Cosmetology Program, these included the following:

- program "graduates," i.e. all students completing the twelve hundred (1200) hours prerequisite to taking the N. C. State Board of Cosmetic Arts examinations;

- employers, both of graduates as well as a general sampling of local employers;
- advisory committee members;
- instructors; and
- the department chairperson of business programs.

Information from these sources is then compiled and analyzed. Appropriate reports are then distributed to the Executive Council, the department chairperson, the LRC director, the Dean of Student Development, the instructors, the program advisory committee, and the CCC & TI archives.

The Cosmetology Program

The cosmetology program was one of the original programs offered by CCC & TI at its inception. The program is designed to prepare individuals to become employed in the local community in beauty salons or to become self-employed in their own salon.

The program is approved by the North Carolina State Board of Cosmetic Arts Examiners. This board has approved two options for the student of cosmetology to become licensed:

1. Successfully complete 1200 school hours and work a six-month apprenticeship under a licensed cosmetologist after passing the North Carolina State Board examination or
2. Successfully complete 1500 school hours (substituting 300 hours for the apprenticeship) and pass the North Carolina State Board examination to become a licensed cosmetologist.

The general objectives for the students of the cosmetology program are stated as follows:

Students:

1. Must be in good standing with the school at all times;
2. Must demonstrate professional behavior appropriate for a licensed cosmetologist;
3. Will be aware of and put into practice good grooming and hygiene;
4. Will be aware of and comply with rules of appropriate dress for cosmetology student;
5. Will demonstrate correct procedures in answering the phone, taking appointments and writing receipts;
6. Must spend three hundred (300) hours in the Beginner's Department and shall not work on members of the public during this time period;

7. Must complete live model performances in the Advanced Department before being certified to the State Board of Cosmetic Arts Examiners for examination;
8. Must complete at least twelve hundred (1200) hours in the Cosmetology Program to be certified to the board for examination;
9. Will have knowledge of rules and regulations of the N. C. State Board of Cosmetic Arts and comply accordingly;
10. Will have full knowledge of the N. C. State Board of Cosmetic Arts including its functions, location, apprentice examination and licensing requirements;
11. Will take examinations in the following and must make a grade of 75% in each examination:
    (a) written tests in all subjects
    (b) practical application in all subjects.

The Graduate Surveys

Graduates of the cosmetology program were divided into two groups: "early," (Appendix B) and "recent" (Appendix A). Early graduates were defined as those former students who graduated before the fall quarter of 1979. Recent graduates were those who graduated since the beginning of the fall quarter of 1979.

These groups were sent different survey forms. Both surveys were identical through question number 11. Beyond question 11, the recent graduate form asked for a more detailed evaluation of the program and related student development and LRC services.

An initial mailing of surveys was followed by a second mailing to non-respondents. Of the eighty-seven (87) early graduates contacted, twenty-three (23) or 26% responded. Of the forty-two (42) recent graduates contacted, twenty-one (21) or 50% responded. The combined response rate was 34%.

The Employer Survey

A sampling of seventy-five (75) businesses employing cosmetologists in the Caldwell/Catawba area were sent survey forms for evaluating our graduates

(Appendix C). Fourteen (14) responses were received for a return rate of nineteen percent (19%). Of the fourteen respondents, nine (9) had employed one or more of our graduates at some time.

In addition, five (5) former students gave us permission to contact their employers for the purpose of rating the former students' performances and making comments about the program (Appendix D). The two cosmetology instructors contacted the employers and interviewed them. Making personal contact with employers in this way served the dual purpose of gathering data and increasing contact between instructors and employers.

Survey Results

The Graduate Respondents

Most of the respondents were former day students (68%). Of these day students, seventy-three percent (73%) did not work while in school. In contrast, sixty-four percent (64%) of the former evening student respondents worked either part or full-time while in school.

Employment

Recent graduates indicated that a high percentage of them, 86%, are employed in the field of cosmetology. Among this group, thirty-nine percent (39%) were self-employed. Early graduates indicated an almost identical rate of self-employment (40%) among those employed as cosmetologists.

In contrast to recent graduates, only forty-three percent (43%) of the earlygraduates stated that they are currently employed in cosmetology. This contrast seems to lend credence to the remarks of one early graduate that "competition is fierce" and "only the best will survive" (Appendix A).

All respondents employed in cosmetology who indicated a place of employment worked in Caldwell or surrounding counties.

Thirty-six percent (36%) of the graduate respondents stated that they were employed outside the field of cosmetology or were unemployed. However, only two individuals or 4.5% of the respondents stated that they were unable to get a job in cosmetology. Both of these individuals were early graduates.

Four (4) respondents stated that they preferred work in another field, three (3) found better pay in another field, three (3) cited health factors for not working, one (1) was in school, one (1) was retired, and one (1) preferred not to work.

Income

Nineteen (19) respondents (43%) indicated their approximate income. Of this group, twelve (12) were employed as cosmetologists and had a grouped average income of $10,250. The nine (9) employed in other jobs had a grouped average income of $9,861. There is no significant difference between these salaries.

Certification

Among recent graduates, only one (1) of the twenty-one (21) respondents was not currently certified by the N. C. State Board of Cosmetic Arts. However, six (6) or twenty-six percent (26%), of the early graduate respondents were not certified. This difference seems in line with earlier information concerning the employment rates of recent and early graduates within the cosmetology field.

Quality of Instruction

In rating the quality of instruction, recent graduates had a much higher estimation of their training than earlier graduates. Eighty-six percent (86%) rated instruction as "Good" or "Excellent" compared to the fifty-four percent

(54%) of earlier graduates who rated instruction this high. Conversely, only fourteen percent (14%) of the recent graduates rated instruction as "Fair to poor" compared with forty-five percent (45%) of the early graduates.

This information seems to indicate a very positive trend toward improvement within the program in recent years. Other data also support this notion.

A higher percentage of recent graduates than early graduates, 86% to 68% respectively, said that they would choose the same program again. Also, eighty-one percent (81%) of the recent graduates said they would also choose CCC & TI again compared to fifty percent (50%) of the earlier graduates.

However, employers who returned the general survey indicated a rather negative opinion of our graduates. Of eight (8) employer responses, five (5) rated our graduates as "Slightly poorer" (3) or "Much poorer" (2) than graduates of other schools. Beyond actual program improvement, which survey data indicates has been occuring over the last several years, this negative response from employers indicates a need for a public relations effort aimed at informing local employers and the public of improvements being made. The best of programs sometimes suffer because of incorrect public perceptions.

Ratings of Skill Areas

Recent graduates rated the various technical areas of their training on a four (4) point scale. Employers were asked to rate our graduates whom they had employed on these same skills.

Employers gave our graduates the highest ratings on "Hair Coloring, Lash & Brow Tinting". Ironically, our recent graduates gave this training area their next-to-the-lowest rating. Ten (10) graduates also stated that they felt they needed further training in this area. Perhaps they are performing better than they think they are in this skill.

On the other hand, employers gave their lowest ratings to our graduates in the area of "Manicuring" while the recent graduates rate this area relatively high. Perhaps in this case, former students are not performing as well as they think they are.

Both graduates and employers agreed that the cosmetology program is relatively strong in the areas of "Facial Treatments" and "Finger Waving, Pin Curling, Hair Styling". However, they both agree that the area of "Wig Care" is weak.

Graduates gave their highest ratings to the areas of "Shampooing & Rinsing" and "Scalp Treatments & Massage." They also indicated relatively little need of further training in these areas.

The five (5) employers who evaluated specific graduates of the program gave either "excellent" or "good" ratings to these employees in all skill areas. In addition, these employers gave ratings on general traits such as dependability, attitude, personal appearance, etc. Once again, the individuals were rated high in all areas.

Equipment

Most recent graduates (76%) stated that the equipment used in their training was consistent with what they have encountered in the workplace. Only ten percent (10%) said that it was not.

This feedback from students seems to be in line with data from other sources. The only cosmetic equipment recommended for purchase for the program has been for skin care and electrolysis equipment (see Appendix E).

Continuing Education/Professional Development

Graduates, both early and recent, expressed a strong interest in continued training. Sixty-five percent (65%) of the early graduates and ninety

percent (90%) of the recent graduates stated that they have attended workshops or classes in cosmetology since leaving CCC & TI.

Employers evidently support the idea of continued training also. Eight (8) of the fourteen (14) employers responding to the general survey stated that they would send their employees to workshops in cosmetology offered through the Continuing Education Department at CCC & TI. None said that they would not.

Of the five (5) employers evaluating individual graduates, four (4) made suggestions for continuing education classes (see Appendix D) and said that they would send their employees. The one (1) negative response stated that the employer had regular in-service training at the workplace. She said she would not send her employees to these workshops but that they (employees) were free to attend.

At least eight (8) or more recent graduate respondents stated that they felt that they needed further training in four areas. These were "Hair Coloring, Lash & Brow Tinting," "Hair Shaping," "Wig Care," and "Finger Waving, Pin Curling, Hair Styling."

A complete listing of suggestions for continuing education classes made byboth early and recent graduates can be found in Appendix A, question number twenty-one (21). Suggestions made by employers can be found listed in Appendices C and D, questions eight (8) and six (6) respectively.

Employment Outlook

Employers seem optimistic about the future. Eight (8) of ten (10) responses indicate that employers anticipate a stable demand for cosmetologists in the next five (5) years. One (1) employer expected an increasing demand while one (1) other expected decreasing demand.

Suggestions for Improvement

Many comments and suggestions for improvement were made on survey returns. Constructive suggestions madeby early and recent graduates are listed in Appendix A, question number 22.

Suggestions for improvement made by employers may be found in Appendices C and D, questions 10 and 5 respectively.

Ratings of Student Services

Recent graduates were asked to rate various student services on a three point scale of poor (1), adequate (2), and good (3). The highest average rating (2.4) was received by "Counseling Services." This area was closely followed by "Career Information" and "Student Activities" which both received average ratings of 2.3.

The only two areas of student services which received average ratings of less than adequate were "Parking" (1.4) and "Food Services" (1.9). These two areas traditionally receive low rankings by students. Also, the rating on food services probably does not reflect upon the newly installed food service operation since most of the "recent" graduates had already left school before having an opportunity to use the new service.

The most revealing data concerning the student services ratings may be the tally of those indicating that they did not know enough about a particular service to rate it. Eight (8) respondents (38%) did not know enough to rate "Job Placement." Six (29%) did not rate "Career Information," and five (24%) did not rate either "Financial Aid Assistance" or "Counseling Services." A possible explanation may be that these students never needed or used these services. Those who did rate financial aid, career information, and counseling gave high ratings to these services, 2.25, 2.3, and 2.4 respectively.

On the other hand, while graduates who did rate job placement gave it an average of 2.1, it received fewer "good" responses, four (4), than any area other than food service. It also received more "poor" responses, three (3), than any areas other than parking and food service. Also employers indicated that most job applicants apply on their own initiative with no apparent assistance from college/institute job placement offices. One graduate stated that one way to improve student services was to "help place students in jobs."

Ratings of Learning Resource Center (LRC)

All LRC services were rated as adequate or better. The highest rating on the three-point scale went to "Magazines" which received an average of 2.5. Three areas received 2.4 ratings. These were "Books," "Audiovisual materials," and "Audiovisual equipment."

The lowest average rating, 2.2, was given to "Library orientation." This area also received the most "Poor" responses, three (3), and the most "Don't Know" responses, six (6).

Suggestions for Improvement - Student Services/LRC

A complete listing of suggestions for the improvement and comments made concerning student services and the LRC can be found in Appendix A, questions 14 and 15 respectively.

The Advisory Committee

All cosmetology advisory committee members were invited to an on-campus meeting for the purpose of evaluating the program. Only three members attended but survey forms (Appendix E) were sent to the other committee members. Those who returned surveys referred to the minutes of the advisory committee meeting of October 15, 1981 (Appendix F). Four members attended this meeting.

The following seven suggestions were made for improving the cosmetology program and the training of students in the program:

1. concentrate on furnishing more specialized services to black patrons;
2. purchase skin care machines and electrolysis equipment and train students in the use of this equipment;
3. provide lockers for each student;
4. provide a room for the exclusive use of the cosmetology program; this room would house a visual aids system (slide projector, audio equipment and screen);
5. require each student to have his/her individual mannequin to work on at the conclusion of visual aids sessions in order to give the instructor more opportunity for individual instruction to each student;
6. make the purchase of mannequins available through the bookstore; and
7. increase the reading level required for admission of students into the program.

The reading requirement for the program is actually an exit requirement. Students are required to demonstrate a reading level of 7.0 or complete RDG 092 for graduation.

Instructor Evaluations

Both cosmetology instructors filled out evaluation forms evaluating the cosmetology program, student development and support services, and the department chairperson (see Appendix G for composite report). All areas were rated on a three point scale as follows: needs very little improvement (3), needs some improvement (2), needs to improve (1) or not applicable (0).

Instructor Perceptions of the Program

The area which instructors felt needed the most improvement was "Equipment and Facilities." Five (5) items in this area received "Needs to improve" ratings. Three (3) additional items were rated as "Needs some improvement."

The instructors felt that the equipment used in training students was not entirely representative of that being used in the field. This is supported by the advisory committee which suggested two types of equipment that

the program needs. The instructors also felt that equipment was not in sufficient supply to serve the needs of students in the program.

"Instructional facilities (excluding equipment)" received lower ratings from instructors than any program area. Both instructors agreed that while facilities are somewhat functional (needs some improvement) they need to improve in flexibility and adaptability to changing instructional approaches and special student requirements. This rating is at least in part a reference to comments made by both instructors and the advisory committee that students need lockers. That students have personal lockers is a requirement of the N. C. State Board of Cosmetic Arts Examiners which this program has never met.

Instructors also felt that the facilities were not functional for advising students and that the scheduling of equipment and facilities was not planned for optimum use.

Although the advisory committee took a somewhat different line, they recommended that CCC & TI provide a room for the exclusive use of the cosmetology program. The additional space could provide more flexibility in meeting student needs in a number of ways, e.g., supplementary audio-visual instruction, self-paced instruction, theory instruction, student advisement, etc.

The other area where instructors expressed concerns for needed improvement had to do with budgeting and funding. The instructors felt that the college needs to do more in providing funds for them to participate in professional development activities. They also felt that they needed to have more input in planning the operational budget for their program and that the existing budget was not adequate for achieving program objectives. In this same line of thought, they felt that the budget needed some improvement in supporting scheduled equipment replacement and repair.

Instructor Perceptions of Student Development and Support Services

Instructors expressed their strongest concerns over two areas: job placement and the LRC printing service. Both areas received "Needs to improve" ratings on all items listed under these sections. Concerns about job placement functions were also expressed by recent graduates as previously stated.

The instructors rated all items under "Financial Aid Officer" as "Needs some improvement." The three items listed under this section are stated as follows:

1. provide positive assistance to students in need of financial aid;
2. adequately communicates available financial aid information; and
3. utilizes effective interpersonal communication skills.

Several items under "Admissions" were also rated as needing some improvement. These items were recruitment, career counseling, and interpersonal communications skills. Lastly, the instructors felt that counseling and guidance services needed to be more available for both day and evening students.

Instructor Perceptions of the Department Chairperson

The cosmetology instructors gave their department chairperson the highest possible ratings in all areas.

Supervisory Evaluations

The chairperson of business programs evaluated each cosmetology instuctor, the cosmetology program, student development and support services, and the LRC (see Appendix H). Evaluations of instructors were completed and shared with each instructor in private conferences. Since this evaluation does not exist to evaluate teacher performance relative to job tenure or promotion the evaluations of instructors will remain strictly confidential.

All items on the supervisory evaluation require a "yes" or "no" response to each item if applicable to the specific program. The department chairperson gave two items a "no" response. The first of these items states "The institution responded to recommendations made by the advisory committee within the last academic year." This response is directed at the advisory committee rather than the institution however, since the committee has made no recommendations in the past year until the evaluation program.

The second "no" was in response to the statement, "The bookstore keeps adequate operating hours to serve student needs." The chairperson commented that the bookstore "should be open longer in the afternoon." One comment by a recent graduate also expressed a need for better bookstore hours for evening students.

In addition to the "no" responses, the chairperson also stated that the equipment used in the training of students was only "partly" representative of that used in the field. This supports similar statements made by both instructors and the advisory committee.

The chairperson had two final concerns. Firstly, he stated that "sometimes" there was not adequate heat in the cosmetology facility. Secondly, he stated that although the audiovisual equipment and materials in the LRC were appropriate for the needs of the program, there were not enough of these. The advisory committee supported this concern by recommending expanded use of audiovisual instruction.

Conclusions

Cosmetology Program Strengths

This evaluation of the cosmetology program has succeeded in identifying a number of program strengths as well as program needs. The evidence is

strong that the program is meeting the general objective of preparing students for employment in the field of cosmetology. The specifics of this evidence as well as other program strengths are stated as follows:

1. a high rate of recent graduate certification (95%) by the North Carolina State Board of Cosmetic Arts Examiners;
2. a high rate of employment (86%) of recent graduates in their field of training and no response stating inability to find work in cosmetology; also, only two early graduate respondents indicated that they could not find work in the field;
3. a high self-employment rate among recent graduates - 39% of those employed in cosmetology;
4. recent graduates and employers agreed in giving good ratings to the training areas of facial treatments, finger waving, pin curling, and hair styling;
5. recent graduates gave high ratings to shampooing and rinsing, scalp treatments and massage, and manicuring;
6. employers gave high ratings to hair coloring, lash and brow tinting, and textbook theory; and
7. a general trend toward increasing graduate satisfaction with the quality of the program indicated by comparing early and recent graduate ratings of "Quality of Instruction" and responses to "If you had it to do over again, would you choose the same program? . . . CCC & TI?"

Identified Program Needs

Although evidence indicates that the cosmetology program is strong and improving, definite program needs have been identified. These needs fall into four categories: facilities and equipment, instruction and skill training, professional development, and public relations.

Facilities and equipment:

1. The department chairperson, program instructors and the advisory committee agreed that certain items of equipment are needed. Skin care machines and electrolysis equipment were specified.
2. Lockers for students are required by the N. C. State Board of Cosmetic Arts Examiners and are needed by cosmetology students.
3. Additional classroom space is needed for instructional flexibility, expanded use of supplementary visual aid instruction, and individual practice on mannequins.

Instruction and skill training:

1. Increased emphasis on manicuring and wig care training is needed.
2. Increased emphasis on specialized services for black patrons is recommended by the advisory committee.
3. A work/study student is needed to assist with paper work and other office functions in order to give the instructors more time for classroom preparation and individualized instruction of students.

Professional Development:

1. Instructors need funding assistance for professional development activities.

Public Relations:

1. Efforts need to be undertaken to improve the program's image with local cosmetologists and with potential students. One obvious measure would be to publicize the current evaluation and efforts toward program improvement.

Another measure could be to involve the members of the advisory committee and other local cosmetologists in on-campus instruction. This involvement would take the form of short class demonstrations of current techniques and styles in use in local salons. Other topics could be salesmanship, dealing with the public, or shop management. This type of involvement would serve two purposes.

Firstly, a basic tenet of human behavior is that one tends to have more positive attitudes toward that with which one is familiar. Increasing the involvement of local practitioners with the instructors and the program will likely improve the image of the program.

Secondly, cosmetology instructors often have problems convincing students that certain basic skills and techniques are relevant

in real work settings. The popularity of particular hair styles and cuts tends to come and go. Because of this, students tend to believe that they do not need to learn certain techniques since they are not currently used much. This is a short sighted view, of course, since this year's "old fashioned" style may become next year's most demanded. Local practitioners involved with the program could be used to reinforce the need for students to learn all of the basic skills taught in the program.

Thus students will feel that they are getting instruction in the latest styles, and at the same time receive reassurance that the skills and techniques being taught are indeed relevant to their careers.

Appendix A

Composite Report of

Student Follow-up of Program

Graduates since Fall Quarter 1979

and

Letter of Transmittal

STUDENT FOLLOW-UP: COMPOSITE REPORT

Recent Graduate Form

PROGRAM Cosmetology YEAR 1981

The Recent Graduate Form was mailed to 42 former students and returned by 21, a 50% response.

1. Year of completion:

1981	1980	1979	1978
9	5	4	3

2.

Day students	Evening students	Day/Evening
14 (67%)	4 (19%)	3 (14%)

3. Employment status while in school:

Did not work	Part-time	Full-time
11 (52%)	5 (24%)	5 (24%)

4. Present employment status:

Employed in cosmetology	Employed - not cosmetology
18 (86%)	2 (9%)

Unemployed	Self-employed
1 (5%)	7 (39% of those employed in cosmetology)

5-6. Location of employment:

Service area	Outside area but in state	Out of state
14	0	0

7. Reasons for unemployment or employment outside cosmetology:

In School	Not able to get job in cosmetology	Prefer work in another field	Better pay in another field	Prefer not to Work	Cannot Work	Other: Specify
1	0	1	0	0	0	1-working to own shop

8. If you are employed outside the field of cosmetology, could you have gotten your present job if you had not attended CCC & TI?

Yes	No
3	0

9. Present job titles:

- Cosmetologist (2)
- Hairdresser (1)
- Crossover stylist (1)

10. Current average income per year (full-time) for both recent and early graduates comparing those working in the field with those working out of the field:

Average for working cosmetologists (12 responses) = $10,250
Average for non-cosmetologists (9 responses) = 9,861

11. Currently certified by State Board of Cosmetic Arts:

Yes	No
20 (95%)	1 (5%)

12. Rating of training areas:

	Need Further Training						
	Yes	No	(4) Excellent	(3) Good	(2) Fair	(1) Poor	Average
Shampooing & Rinsing	3	15	7	12	1	1	3.2
Scalp Treatments & Massage	3	15	7	11	3	0	3.2
Facial Treatments	4	14	6	12	2	1	3.1
Finger Waving, Pin Curling, Hair Styling	8	10	4	12	5	0	2.95
Manicuring	4	14	5	11	4	1	2.95
Eye Brow Arching & Tinting	3	15	4	11	5	1	2.85
Hair Shaping	8	10	4	11	3	3	2.8
Facial Make-up	6	12	4	10	5	3	2.8
Hair Coloring, Lash & Brow Tinting	10	8	4	8	7	2	2.7
Wig Care	8	10	4	8	5	4	2.6

13. Equipment consistent with that used in the field:

Yes	No
16 (76%)	2 (10%)

14. Rating of support services:

	Don't Know	(1) Poor	(2) Adequate	(3) Good	Average without Don't Knows
Admissions Process	1	1	13	6	2.25
Career Information	6	2	6	7	2.3
Student Activities	4	1	9	6	2.3
Admissions Process	1	1	13	6	2.25
Registration Process	1	2	11	7	2.25
Financial Aid Assistance	5	1	10	5	2.25
Bookstore	1	2	11	7	2.25
Job Placement	8	3	6	4	2.1
Student Records/ Transcripts	3	2	12	4	2.1
Food Services	2	4	11	3	1.9

Suggestions for improvement:

- help place students in jobs
- better bookstore hours for evening students
- finish paving parking areas

15. Rating of library services:

	Don't Know	(1) Poor	(2) Adequate	(3) Good	Average without Don't Knows
Magazines	5	1	6	9	2.5
Books	4	2	6	9	2.4
Audiovisual materials	4	1	8	8	2.4
Library orientation	6	3	6	6	2.2

Suggestions for improvement:

- update films

16. Rating of quality of instruction:

Fair to poor	Good	Excellent
3 (14%)	10 (48%)	8 (38%)

17. If you had it to do over again, would you choose the same program?

Yes	No
18 (86%)	3 (14%)

18. If you had it to do over again, would you choose CCC & TI?

Yes	No
17 (81%)	4 (19%)

19. Classes/workshops attended at CCC & TI since graduation:

Cosmetology Workshops	Another Program	Continuing Education	None
5 (24%)	1 (5%)	1 (5%)	15 (71%)

20. Attended classes/workshops (any place) in cosmetology:

Yes	No
19 (90%)	

21. Suggestions for Continuing Education classes from both early and recent graduates:

Cosmetology

- Hair styling (3)
- Hair coloring (3)
- Hair cutting (2)
- Hairshaping
- Beauty make-up and make-over
- Salon Management
- Advanced cosmetology
- Facials and make-up
- Hair shows
- Any cosmetology topic (2)

Other

- Woodworking
- Wardrobe "engineering"
- Art
- Horse care and training
- Interior design
- Psychology

22. Constructive suggestions for improving cosmetology program from both early and recent graduates:

Skills Areas	Responses
- More emphasis on hair cutting and styling	2
- More techniques in blow-styling	2
- Add hair removed by electrolysis	1
- Teach proper techniques for holding shears, comb, and hair	1
- More emphasis on coloring and color charts	1
- Teach variations of basic cut, ie. blow dry and shampoo set	1
- Teach method of wrapping perm for state requirements and the also "directional" wrapping	1
- Teach techniques for cutting male hair	1

Instruction (General)	Responses
- More practical work, less theory	3
- More demonstration of techniques and less reliance on verbal description	2
- Training from platform stylists	1
- Use experienced practicing cosmetologists for occasional classes	3
- Have advisory committee members take a more active part in program	1
- More individual training	1
- Do away with other classes and stock with cosmetology	1
Instruction (Specific)	
- Better preparation for working under another hairdresser	3
- Better prepare students for job interviewing, ie. grooming, attitude, etc.	1
- Offer more on shop management	1
- Require performance exams for first quarter students on haircuts, shampooing, and set and permanent	1
- Require graduates to pass performance test on fasion cuts, bleaches, and color tints	1
- Make hours beyond 200 a different type of training than first 1,200, ie. really advanced	1
- Teach students salesmanship	2
- Teach students human relations	2
- Teach students dependability	1
- Set up small outlet for some basic retail products and let students get into the habit of selling products	1
- Set up Junior Instructor Program	1
- Use book (text) of different hair styles and cuts	1
Instruction (Structure/Scheduling)	
- Have one, not two, cosmetology class, Monday through Friday, 2 p.m. - 10 p.m., with one teacher and one assistant teacher	1
- Have two instructors, one theory and one practical	1
- Enable teachers to avoid phone calls and visitors on student time	1
Instructors	
- Update instructors	5
- Have teachers attend at least one workshop per year to upgrade teaching and practical skills	1
- Have teachers supervise and check all work done by students	1
- Teachers should be available to counsel students on academic and personal problems	1
- Teachers should occasionally give tests from sources other than State Board Book	1
Facilities/Equipment	
- Need facial machine	1
- More films	1
- Enlarge lab and have classroom area	1

Other	Responses
- Establish required math and reading entrance exams to upgrade profession and reduce dropouts	1

Comments

Teachers should not only explain the rewards of the cosmetology profession but (also) the realities of it, such as

1. this area is saturated with shops and operators;
2. competition is fierce;
3. when you first go to work, you won't make much money; and
4. only the best will survive.

Caldwell Community College & Technical Institute
1000 Hickory Boulevard, Hudson, North Carolina 28638-1399
Phones: Lenoir-704/728-4323 or Granite Falls-704/396-3311
H. EDWIN BEAM, *President*

Dear Graduate:

You, as a former student of Caldwell Community College and Technical Institute, are one of our most valuable sources for suggestions on how to improve our cosmetology program. Please help us to better serve students and the community by completing and returning the enclosed form by Friday, October 30. A stamped, addressed envelope is enclosed for your convenience.

If you desire to sign your name, a place is provided. If you wish for your responses to be anonymous, do not complete the name and address section of the form. All information you supply will be held in confidence, and your name will never be associated with any response. Your answers will only be part of a composite report in which individual replies are not identified.

Your cooperation in this improvement effort will be appreciated.

Sincerely,

H. Edwin Beam

H. Edwin Beam
President

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Enclosure

TRUSTEES:
Chairman: John A. Forlines, Jr.; Vice Chairman: Donald W. Lackey; Secretary: Conley E. Starnes; Treasurer: Myron L. Moore, Jr.
Sandra M. Austin, Robert S. Belk, E. M. Dudley, T. Jack Fox, Allen R. Hefner, Brent B. Kincaid, William M. Lovelace, Jr., Linda M. McGee & SGA President

Appendix B

Composite Report of

Student Follow-up of Program

Graduates before Fall Quarter 1979

and

Letter of Transmittal

STUDENT FOLLOW-UP: COMPOSITE REPORT

EARLY GRADUATE FORM

PROGRAM Cosmetology YEAR 1981

The Early Graduate Form was mailed to 109 former students. Of these, 22 were returned for wrong address. 23 graduates returned completed forms for a 26% response rate.

1. Year of completion:

Before 1970	1
1971	3
1972	0
1973	2
1974	2
1975	4
1976	3
1977	4
1978	4

2.

Day students	Evening students
16 (70%)	7 (30%)

3. Employment status while in school:

Did not work	Part-time	Full-Time
14 (61%)	5 (22%)	4 (17%)

4. Present employment status:

Employed in Cosmetology	Employed - not in Cosmetology	Unemployed
10 (43%)	8 (35%)	5 (22%)

Self-Employed
4 (40% of those employed in field)

5. Location of employment:

Service area	Outside area but in state	Out of state
10	0	0

7. Reasons for unemployment or employment outside cosmetology:

Prefer not to work	In School	Not able to get job in cosmetology	Prefer work in another field	Better pay in another field	Cannot work	Other: Specify
1	0	2	3	3	3	1-Retired

8. If you are employed outside the field of cosmetology, could you have gotten your present job if you had not attended CCC & TI?

Yes	No
7	0

9. Present job titles.

- Hair stylist (3)
- Hairdresser
- Cosmetologist
- Owner/operator

10. Current average income per year/full-time (see Recent Graduate form for combined information).

11. Are you currently certified by the State Board of Cosmetic Arts?

Yes	No
17 (74%)	6 (26%)

12. Rating of instruction received at CCC & TI:

Excellent	Good	Fair to Poor
4 (18%)	8 (36%)	10 (45%)

13. If you had it to do over again, would you choose the same program?

Yes	No
15 (68%)	7 (32%)

14. If you had it to do over again, would you choose CCC & TI?

Yes	No	Maybe	Don't Know
14 (64%)	5 (22%)	1 (5%)	2 (9%)

15. Classes/workshops attended at CCC & TI since graduation:

Cosmetology Workshops	Another Program	Continuing Education
4	1	6

16. Attended classes/workshops (any place) in cosmetology:

Yes	No
15 (65%)	8 (35%)

17. Suggestions for Continuing Education classes (see Recent Graduate form).

18. Comments/suggestions for improving cosmetology (see Recent Graduate form).

Caldwell Community College & Technical Institute
1000 Hickory Boulevard, Hudson, North Carolina 28638-1399
Phones: Lenoir-704/728-4323 or Granite Falls-704/396-3311
H. EDWIN BEAM, *President*

Dear Graduate:

There is no substitute for experience, and your experience on the job could be very valuable in helping to improve and update the cosmetology program at Caldwell Community College and Technical Institute.

As an alumnus of this institution, please take a few minutes and complete and return the enclosed form. Your responses are needed by Friday, October 30. A stamped and addressed envelope is enclosed for your convenience.

All information you supply will be held in confidence, and your name will never be associated with any response.

Your cooperation in this improvement will be appreciated.

Sincerely,

H. Edwin Beam

H. Edwin Beam
President

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Enclosure

TRUSTEES:
Chairman: John A. Forlines, Jr.; *Vice Chairman:* Donald W. Lackey; *Secretary:* Conley E. Starnes; *Treasurer:* Myron L. Moore, Jr.
Sandra M. Austin, Robert S. Belk, E. M. Dudley, T. Jack Fox, Allen R. Hefner, Brent B. Kincaid, William M. Lovelace, Jr., Linda M. McGee & SGA President

Appendix C

Composite Report of

General Survey of Local Cosmetologists

and

Letter of Transmittal

EMPLOYER QUESTIONNAIRE: COMPOSITE REPORT

The employer questionnaire was mailed to 75 local employers and returned by 14, and 19% response.

1. Do you now employ any graduates of the cosmetology program at Caldwell Community College and Technical Institute?

Yes	No
4	10

2. Have you employed CCC & TI cosmetology graduates in the past? (If you answered "NO" to both #1 and #2, go to question #6.)

Yes	No
9	5

3. Approximately how many cosmetology graduates from CCC & TI have you ever had in your employ?

No. Employers	No. Employees
5	0
3	1
1	3
2	5
1	6
1	7
1	"Several"

4. Please indicate your general assessment of these graduates on the following skills:

	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Average
Hair Coloring, Lash & Brown Tinting	1	4	2	1	2.9
Finger Waving, Pin Curling, Hair Styling	1	5	1	1	2.75
Textbook Theory		5	1	1	2.6
Human Relations		5	2	1	2.5
Facial Treatments	1	2	3	1	2.4
Eye Brown Arching & Tinting		3	3	1	2.3
Shampooing & Rinsing	2	1	2	3	2.25
Scalp Treatments & Massage	1	1	4	2	2.1
Facial Make-up		3	3	2	2.0
Wig Care		2	3	2	1.75
Manicuring		1	3	4	1.6

5. In general, how would you rate the performance of cosmetology graduates from CCC & TI with graduates from other schools?

	Totals
Much better	
Some better	
About the same	3
Slightly poorer	3

6. Please check your main source(s) for new employees.

	Totals
Applicant applied on own initiative	8
Newspaper ad	1
College/Institute faculty member	1
Mutual acquaintance	1
Other employees	1
Recommendation of another hairdresser	1
Employment Security/Job Service	0
College/Institute job placement office	0

7. What is your estimate of labor demands for cosmetologists in the next 4-5 years?

Increasing demand	1
Stable demand	8
Decreasing demand	1

8. What classes, workshops, etc. would you like to see offered through CCC & TI in the future?

- up-to-date hairstyling (5)
- platform classes (1)
- shop management (1)
- human relations (1)
- hair coloring (1)
- fall & spring workshops with good stylist

9. Would you send your employees to the classes, workshops, etc. you have suggested above?

Yes	No
8	0

10. Constructive suggestions for improvements in or updating of the cosmetology program:

Skill Areas

- More emplasis should be put on giving a thorough shampoo and rinse
- More emplasis should be on hair cutting

Instruction

- More emphasis on self-confidence and promoting self
- Have a few classes on personal basis of working for public, how to take criticisms and follow advise of others

Comments

- The textbook does you little good once you pass the State Board. It's the model work that you need in the shops.
- Throughout the years I've had several (CCC & TI graduates) and can truthfully say they were very good. At present I'm working alone.

- The hairdresser working with me is an excellent one now.
- (I've) trained some on shampooing and scalp treatments. We attend lots of hair shows.

Caldwell Community College & Technical Institute
1000 Hickory Boulevard, Hudson, North Carolina 28638-1399
Phones: Lenoir-704/728-4323 or Granite Falls-704/396-3311
H. EDWIN BEAM, *President*

Dear Employer:

Your help is needed! We are currently conducting a study to evaluate the effectiveness of the Cosmetology program offered to Caldwell Community College and Technical Institute students. As an employer, your opinions are valuable.

Will you please take a few minutes to complete this form and help us in our efforts to better serve students and the community? No employer will be identified in the results of this study, and all responses will be kept in complete confidence.

Your answers will help us to identify the strengths and weaknesses of our present cosmetology program and plan for the future. You will be making a valuable contribution to the improvement of the training of future students. Please complete and return the forms by Monday, December 14. A stamped, addressed envelope is enclosed for your convenience.

Your cooperation will be appreciated.

Sincerely,

H. Edwin Beam

H. Edwin Beam
President

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Enclosure

TRUSTEES:
Chairman: John A. Forlines, Jr.; *Vice Chairman:* Donald W. Lackey; *Secretary:* Conley E. Starnes; *Treasurer:* Myron L. Moore, Jr.
Sandra M. Austin, Robert S. Belk, E. M. Dudley, T. Jack Fox, Allen R. Hefner, Brent B. Kincaid, William M. Lovelace, Jr., Linda M. McGee & SGA President

Appendix D

Composite Report of
Local Employer Evaluation
of
Individual Graduates

STUDENT FOLLOW-UP

Composite Employer Evaluation of Five (5) Former Students

Job Duties performed by employee _____

_____

1. Length of time employee has been on the job:
   _____ less than 2 months
   2 2-6 months
   1 6-12 months
   2 more than 12 months

2. Please rate each of the general traits of the employee listed below.

General trait	(4) Excellent	(3) Good	(2) Fair	(1) Poor	Average
INTEGRITY: Trustworthiness, honesty, and loyalty	4	1	-	-	3.8
DEPENDABILITY: Promptness and reliability in attendance	4	1	-	-	3.8
RESPONSIBILITY: Willingness with which work is accepted and performed	4	1	-	-	3.8
INITIATIVE: Ability to plan and direct own work	4	1	-	-	3.8
JUDGMENT: Ability to make sound decisions	4	1	-	-	3.8
COOPERATION WITH CO-WORKERS: Ability to work in harmony with others	4	1	-	-	3.8
COOPERATION WITH MANAGEMENT: Ability to work with supervisors	4	1	-	-	3.8
ATTITUDES TOWARD WORK: Degree of enthusiasm with which one performs work	4	1	-	-	3.8
POISE AND SELF CONTROL: Ability to work under stress and control emotions	4	1	-	-	3.8
COURTESY AND FRIENDLINESS: Shows genuine consideration and kindness toward others	4	1	-	-	3.8
PERSONAL APPEARANCE: Neatness, cleanliness, appropriate dress and grooming	5	-	-	-	4.0

3. Based on the work performed by your employee, please check "Yes" or "No" on need for additional training and rate employee's performance in each category.

	Needs Additional Training		Employee's Performance in each skilled area				
	YES	NO	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Average
Shampooing & Rinsing		5	3	2	-	-	3.6
Scalp Treatments & Massage		5	3	2	-	-	3.6
Hair Shaping		5	3	2	-	-	3.6
Finger Waving, Pin Curling, Hair Styling		5	3	2	-	-	3.6
Wig Care		5	3	2	-	-	3.6
Manicuring		5	3	2	-	-	3.6
Hair Coloring, Lash & Brow Tinting		5	4	1	-	-	3.8
Facial Treatments		5	4	1	-	-	3.8
Facial Make-up		5	4	1	-	-	3.8
Eye Brow Arching & Tinting		5	3	1	-	-	3.8
Textbook Theory		5	4	2	-	-	3.6
Human Relations		5	4	1	-	-	3.8
Communication Skills		5	4	1	-	-	3.8

4. What was the primary source for the initial hiring of this individual?

   1 Employment Security/Job Service
   2 Private employment agency
   3 College/Institute faculty member (2)
   4 College/Institute job placement office
   5 Mutual acquaintance (1)
   6 Applicant applied on own initiative (2)
   7 Other (describe) _____

5. Please make any suggestions for improvements in or updating of the cosmetology program:

   - Personal appearance initiative
   - Shampooing & rinsing
   - Teaching students to blow dry hair
   - Teach more styles
   - Stress hairstyles
   - less theory
   - Needs no improvement

6. What classes, workshops, etc. would you like to see offered through CCC & TI in the future?

   - Hair cutting
   - Advanced training for licensed cosmetologists
   - Up-to-date hairstyling
   - Coloring
   - Hair shaping
   - Not interested

7. Would you send your employees to the classes, workshops, etc. you have suggested above?

Yes	No
4	1

Please return by Monday, December 14

Appendix E

Advisory Committee Survey Form

ADVISORY COMMITTEE EVALUATION FORM

How long have you been a member of this committee?_____
How often does this committee meet?
_____
Date_____

DIRECTIONS FOR RATING:
EXCELLENT - Nearly ideal, top 5 to 10%
GOOD - Strong rating, top one-third
ADEQUATE - Average, the middle third
BELOW EXPECTATIONS - Fair, bottom one-third
POOR - Seriously inadequate bottom 5 to 10%
NOT APPLICABLE - Statement doesn't apply to program
DON'T KNOW - Unable to rate the statement

I. How would you rate the following:

	0 N/A	0 Don't Know	1 Poor	2 Below Expectations	3 Adequate	4 Good	5 Excellent
1. Student preparation for seeking employment (such as completion of application, presentation of self, interview process).	( )	( )	( )	( )	( )	( )	( )
2. Student technical preparation for entry-level employment (skills and knowledge).	( )	( )	( )	( )	( )	( )	( )
3. Student preparation concerning work habits, attitude and work quality.	( )	( )	( )	( )	( )	( )	( )
4. College response to labor force and employment training needs for cosmetic arts.	( )	( )	( )	( )	( )	( )	( )
5. College provision for training and upgrading personnel currently employed in cosmetic arts.	( )	( )	( )	( )	( )	( )	( )
6. College response to changing technology and procedures in cosmetic arts.	( )	( )	( )	( )	( )	( )	( )
7. Adequacy and relevancy of equipment and facilities to the on-the-job situation.	( )	( )	( )	( )	( )	( )	( )
8. College efforts in recruiting minority, disadvantaged and handicapped students.	( )	( )	( )	( )	( )	( )	( )

II. Please answer the questions below.
(Use extra sheets if necessary.)

1. In what ways has your advisory committee helped to improve the instructional program in cosmetology (such as assisting staff on curriculum development or revision, arranging field trips, identifying work experience and employment opportunities?

2. What are the principal strengths of the cosmetology program?

3. What are the principal needs for improvement in the program?

4. During the past, has your business/shop hired students from the cosmetology program at CCC & TI? YES _____ NO _____
   a. If yes, how many do you estimate were hired? _____
   b. Also, what is your professional evaluation/opinion of these students in general? _____
   _____
   c. If no, please indicate why not. _____
   _____

Appendix F

Minutes of Advisory Committee

Meeting of October 15, 1981

Cosmetology Advisory Committee Minutes

The Cosmetology Advisory Committee met jointly with other committees in the college gym on Thursday, October 15, 1981 at 4:00 o'clock p.m., Dr. Beam presiding. At 4:30 p.m. this committee met in Room B-102 at the college, Myrtle Watson moderator, Sandra Bean, Toby Carswell, Ginger Lewis, Thelma Shoup and Barbara Roberts were present.

Changes taking place in cosmetology were discussed. It was suggested that our department concentrate on furnishing more specialized services to black patrons. This would require more studies on black culture by our students.

It was agreed that our graduates are successful upon completion of their present courses, but it was the opinion of the group that our graduates are not as well trained as they should be because of the lack of training in skin care machine, and electrolysis equipment.

It was also suggested that our students have constant access to a visual aids system, such as the Rufust Hayes Method, requiring a slide projector with sound equipment, slides, a screen, and a room always available for the exclusive use of the cosmetology department. It was also agreed that each student have his or her individual mannequin to work on at the conclusion of each visual aids session, with the help of a furnished handout sheet of detailed instructions. This would permit the instructor to give more personal attention to each individual student and result in the student having a more thorough knowledge of each subject.

The committee expressed concern over the lack of reading abilities of beginning students, and suggested higher entrance level requirements for each student.

It was also recommended that lockers be furnished for each individual student, and that mannequins be available in the bookstore for the students to purchase.

The meeting then adjourned to join other committee members, faculty and staff for a buffet dinner in the college gym.

Respectfully submitted,

Barbara Roberts

Barbara Roberts
Recorder

Appendix G

Combined Report of
Instructor Perceptions of the
Program, Student Development and
Support Services, and of the
Department Chairperson

COMBINED

INSTRUCTOR PERCEPTIONS OF THE COSMETOLOGY PROGRAM

How would you rate the following:	Needs very little improvement 3	Needs some improvement 2	Needs to improve 1	Not applicable 0
I. GOALS				
A. Goals and Objectives				
1. Written general program goals are:	(✓)	( )	( )	( )
- Understood and committed to by administrators, counselors and instructors.	(✓)	( )	( )	( )
2. College planning for programs includes:				
- Participation by administrators.	(✓)	( )	( )	( )
- Participation by instructors, counselors and other support personnel.	(✓)	( )	( )	( )
3. Written program objectives are:				
- On file for the program and stated in measurable terms.	(✓)	( )	( )	( )
- Used to evaluate the program.	(✓)	( )	( )	( )
4. Written performance objectives are:				
- On file for courses and stated in measurable terms.	(✓)	( )	( )	( )
- Available to students.	(✓)	( )	( )	( )
- Used to keep students aware of progress.	(✓)	( )	( )	( )
B. Labor Market and Community Needs				
1. Profession/industry standards are:				
- Used as a basis for planning and evaluating the program.	(✓)	( )	( )	( )
- Used as a basis for planning and evaluating course content and instructional approaches.	(✓)	( )	( )	( )
2. Data on job performance requirements and trends are:				
- Kept current for the program.	(✓)	( )	( )	( )
- Used to develop and evaluate the program.	(✓)	( )	( )	( )
- Used to plan and evaluate course content.	(✓)	( )	( )	( )
II. PROCESSES				
A. Instruction				
1. Instructional approaches are adapted to:				
- Recognize occupational objectives of students.	(✓)	( )	( )	( )
- Meet individual needs of students.	(✓)	( )	( )	( )
- Provide learning assistance for students with special needs.	(✓)	( )	( )	( )
- Provide hands on, job related experience.	(✓)	( )	( )	( )
2. Related course work is:				
- Closely coordinated with the program.	(✓)	( )	( )	( )
- Relevant and current to needs of the student.	(✓)	( )	( )	( )
B. Articulation is Maintained with:				
- Educational institutions offering cosmetology programs (such as high schools, other community and four-year colleges).	(✓)	( )	( )	( )
C. Program includes economic instruction which helps the student:				
- Understand employee responsibilities and rights.	(✓)	( )	( )	( )
- Understand the principles of business operation and cost of doing business.	(✓)	( )	( )	( )

III. RESOURCES	Needs very little improvement 3	Needs some improvement 2	Needs to improve 1	Not applicable 0
A. The administrative structure provides for direction and coordination of the program through:				
– Assignment of qualified administrative personnel.	(✓)	( )	( )	( )
– Delineation of responsibility, authority and accountability.	(✓)	( )	( )	( )
– Assignment of time for supervisors and/or administrators to provide for planning and evaluation.	(✓)	( )	( )	( )
B. Instruction				
1. The number of instructors is adequate for teachers to:				
– Meet individual student needs.	(✓)	( )	( )	( )
– Provide liaison with advisory committees.	(✓)	( )	( )	( )
– Assist with student achievement, placement and follow up.	(✓)	( )	( )	( )
– Maintain ongoing contacts with employers and potential employers.	(✓)	( )	( )	( )
2. The instructional staff, full and part time, is qualified by:				
– Certification by State Board of Cosmetic Arts.	(✓)	( )	( )	( )
– Holding current instructors certificate in cosmetology.	(✓)	( )	( )	( )
3. The college encourages and supports professional development through:				
– Allocating funds for instructor participation.	( )	( )	(✓)	( )
– Making time available for instructor participation.	(✓)	( )	( )	( )
C. Equipment and Facilities				
1. Equipment used on campus for the programs is:				
– Representative of that used in jobs for which the students are being trained.	( )	(✓)	( )	( )
– Safe, functional and well maintained.	(✓)	( )	( )	( )
– In sufficient supply to serve the needs of the students in the program.	( )	( )	(✓)	( )
2. Instructional facilities (excluding equipment) used for the program:				
– Are functional for the program.	( )	(✓)	( )	( )
– Meet the needs of the students.	( )	( )	(✓)	( )
– Are flexible and adaptable to changing instructional approaches and special student requirements.	( )	( )	(✓)	( )
– Meet safety standards.	(✓)	( )	( )	( )
– Are functional for advising students.	( )	( )	(✓)	( )
3. Scheduling of facilities and equipment for the program:				
– Is planned for optimum use.	( )	( )	(✓)	( )
– Supports quality instruction.	(✓)	( )	( )	( )
4. Instructional materials are:				
– Sufficient in quantity.	( )	(✓)	( )	( )
– Current and relevant to the program.	(✓)	( )	( )	( )
– Varied.	( )	( )	( )	( )
– Available and accessible to students.	(✓)	( )	( )	( )
– Selected to avoid sex bias, stereotyping and discrimination.	(✓)	( )	( )	( )
D. Advisory Committees				
– Are representative of the program for which training is provided.	(✓)	( )	( )	( )
– Provide input on course content, program modification, instructional materials and equipment, student employability and placement.	(✓)	( )	( )	( )
– Meet at least annually.	(✓)	( )	( )	( )

	Needs very little improvement	Needs some improvement	Needs to improve	Not applicable
	3	2	1	0
E. The Operational Budget for the Program				
- is planned with instructor input.	( )	( )	(✓✓)	( )
- is adequate for achieving program objectives.	( )	( )	(✓✓)	( )
- is based on program priorities.	( )	(✓✓)	( )	( )
- Supports scheduled equipment replacement and repair.	( )	(✓✓)	( )	( )

IV. Please make any suggestions for the improvement of the cosmetology program:

- Need up-to-date equipment (2)
- Need work-study student to help with paper work (2)
- Need lockers for students as required by State Board (2)

COMBINED
INSTRUCTOR PERCEPTIONS OF STUDENT
DEVELOPMENT AND SUPPORT SERVICES

Rating Scale
3 – NEEDS VERY LITTLE IMPROVEMENT
2 – NEEDS SOME IMPROVEMENT
1 – NEEDS TO IMPROVE
0 – NOT APPLICABLE

	Needs very little improvement 3	Needs some improvement 2	Needs to improve 1	Not applicable 0
A. Admissions				
1. Is thoroughly familiar with school policy and procedures.	(✓)	( )	( )	( )
2. Applies policies and procedures equally to all personnel and programs.	(✓)	( )	( )	( )
3. Is familiar with the curriculum goals and objectives of the cosmetology program.	(✓)	( )	( )	( )
4. Provides accurate information to students and prospective students about the cosmetology program.	(✓)	( )	( )	( )
5. Students and potential students desiring enrollment in the program are:				
– Identified through recruitment activities.	( )	(✓)	( )	( )
– Counseled on employment opportunities.	( )	(✓)	( )	( )
– Not impeded by unrealistic prerequisities or costs.	( )	(✓)	( )	( )
6. Utilizes effective interpersonal communications skills.	( )	(✓)	( )	( )
B. Counseling and Guidance Services.				
1. Available and accessible for all students in the program – day or night.	( )	(✓)	( )	( )
2. Are provided by a qualified, knowledgeable staff.	(✓)	( )	( )	( )
3. Use a variety of resources that are relevant to student needs.	(✓)	( )	( )	( )
4. Are available on a regular basis to you for counsel and assistance regarding student problems.	(✓)	( )	( )	( )
5. Are effective in assisting you with problem situations.	(✓)	( )	( )	( )
6. Provide appropriate feedback to you after counseling with student.	(✓)	( )	( )	( )
7. Utilize effective interpersonal communication skills.	(✓)	( )	( )	( )

	Needs very little improvement 3	Needs some improvement 2	Needs to improve 1	Not applicable 0
C. Registrar				
1. Maintains a student record system that provides for effective work with the students.	(✓)	( )	( )	( )
2. Provides an orderly student registration system.	(✓)	( )	( )	( )
3. Provides an effective system for receiving and processing student quarterly grades.	(✓)	( )	( )	( )
4. Utilizes effective interpersonal communications skills.	(✓)	( )	( )	( )
D. Financial Aid Officer				
1. Provides positive assistance to students in need of financial aid.	( )	(✓)	( )	( )
2. Adequately communicates available financial aid information.	( )	(✓)	( )	( )
3. Utilizes effective interpersonal communication skills.	( )	(✓)	( )	( )
E. Job Placement				
1. Effectively communicates the services offered through the job placement.	( )	( )	(✓)	( )
2. Effectively assists you in the placement of students.	( )	( )	(✓)	( )
3. Provides feedback to you about results of placement effort.	( )	( )	(✓)	( )
4. Prepares program completers desiring employment to apply for a job.	( )	( )	(✓)	( )
5. Utilizes effective interpersonal communication skills.	( )	( )	(✓)	( )
F. Media Services				
1. Provides adequate audio visual materials.	(✓)	( )	( )	( )
2. Provides current and relevant audio visual materials.	(✓)	( )	( )	( )
3. Provides a full range of media services to assist the instructor.	(✓)	( )	( )	( )
4. Is available to assist and consult with you on your media needs.	(✓)	( )	( )	( )
5. Maintains an adequate inventory of media equipment for	(✓)	( )	( )	( )
6. Provides effective assistance when requested.	(✓)	( )	( )	( )
7. Provides library orientation when requested.	(✓)	( )	( )	( )
8. Provides adequate variety of appropriate periodicals.	(✓)	( )	( )	( )
9. Utilizes effective interpersonal communication skills.	(✓)	( )	( )	( )

	Needs very little improvement	Needs some improvement	Needs to improve	Not applicable
	3	2	1	0
G. LRC – Printing Service				
1. Reproduces and collates teacher tests and other instructional materials efficiently.	( )	( )	(✓)	( )
2. Schedules work and produces within requested time limit.	( )	( )	(✓)	( )
3. Produces work of good quality.	( )	( )	(✓)	( )
4. Assists instructors in reproducing materials.	( )	( )	(✓)	( )
5. Utilizes effective interpersonal communication skills.	( )	( )	(✓)	( )
H. Life Skills Center				
1. Has effectively communicated the services available to you and to students.	(✓)	( )	( )	( )
2. Students who have completed developmental studies generally have the same basic skills as other students.	(✓)	( )	( )	( )
3. Provides meaningful help to students who are referred.	(✓)	( )	( )	( )
4. Utilizes effective interpersonal communication skills.	(✓)	( )	( )	( )

I. Please make any constructive comments that would improve these services to better meet your needs and the needs of the students.

COMBINED
INSTRUCTOR PERCEPTION QUESTIONNAIRE
OF DEPARTMENT CHAIRPERSON

Rating Scale

3 – NEEDS VERY LITTLE IMPROVEMENT
4 – NEEDS SOME IMPROVEMENT
5 – NEEDS TO IMPROVE

Date _____

The Department Chairperson A. Generic and Support Considerations	Needs very little improvement	Needs some improvement	Needs to improve	Not applicable
1. Is thoroughly familiar with school policies and procedures.	✓	( )	( )	( )
2. Applies school policy and procedures equally to all.	✓	( )	( )	( )
3. Provides the teacher with assistance in acquiring necessary materials, supplies, and equipment.	✓	( )	( )	( )
4. Is available on a regular basis to assist instructors.	✓	( )	( )	( )
5. Demonstrates an ability to work through problem situations.	✓	( )	( )	( )
6. Provides leadership by example.	✓	( )	( )	( )
7. Is dedicated to making your instructional program as efficient as possible.	✓	( )	( )	( )
8. Demonstrates interpersonal skills that result in productivity by:				
a. Seeking feedback and information.	✓	( )	( )	( )
b. Diagnosing individual and group problems.	✓	( )	( )	( )
c. Resolving conflicts.	✓	( )	( )	( )
d. Utilizes effective interpersonal communication skills.	✓	( )	( )	( )
e. Controls his/her emotions when things are not going well.	✓	( )	( )	( )
f. Encourages questions and considers viewpoints that differ from his/her own.	✓	( )	( )	( )
9. Demonstrates decision making skills by:				
a. Seeking related information from a variety of sources.	✓	( )	( )	( )
b. Consulting with those whom the decision affects.	✓	( )	( )	( )

	Needs very little improvement	Needs some improvement	Needs to improve	Not applicable
c. Identifying alternative strategies and consequences.	(✓)	( )	( )	( )
d. Selecting and implementing a strategy.	(✓)	( )	( )	( )
10. Observes program operation and individual instructors on a regular basis so as to be in position to offer appropriate assistance.	(✓)	( )	( )	( )
B. Curriculum and Instruction.				
1. Is familiar with the objectives and curriculum of your program.	(✓)	( )	( )	( )
2. Continuously emphasizes curriculum development and instructional improvement.	(✓)	( )	( )	( )
3. Assists instructional personnel in writing goals and objectives.	(✓)	( )	( )	( )
4. Assists instructional personnel in developing strategies and skills in classroom management.	(✓)	( )	( )	( )
5. Provides leadership and assistance in the improvement of teaching techniques employed by individual instructors.	(✓)	( )	( )	( )
C. Professional Growth				
1. Works with the instructors to develop appropriate staff development plans that are designed to meet the identified needs.	(✓)	( )	( )	( )
2. Participates in formal evaluations that identify the needs of individual instructors and their programs.	(✓)	( )	( )	( )
3. Makes individuals aware of the results of evaluation and needs assessments conducted.	(✓)	( )	( )	( )
4. Seeks and utilizes suggestions from staff for improvement.	(✓)	( )	( )	( )
5. Please indicate below any constructive suggestions that will assist your department chairperson to improve his/her assistance to you.	(✓)	( )	( )	( )

Appendix H

Supervisory Evaluation of the
Cosmetology Program, Student Development
and Support Services, and the LRC

SUPERVISORY EVALUATION OF COSMETOLOGY PROGRAM

Program Cosmetology

Date 12-9-81

This evaluation is to be done by the Department Chairperson. Please respond "yes" or "no" to each item. Respond "NA" if this question is not applicable. All standards not met are to be explained on the last page, along with any comments or suggestions for improvements.

PROGRAM

Yes 1. There is a copy of the school catalog, available for use by faculty and students, which contains the philosophy and purpose of the institution, and the goals, objectives, and description of the program.

Yes 2. The program reflects the philosophy and purpose of the institution and the needs of the students.

Yes 3. Admissions requirements are reasonable in relation to expectations of student success.

Yes 4. There is evidence (e.g. minutes, etc.) of annual advisory committee meetings.

Yes 5. The advisory committee provided advice which addressed at least one problem within the academic year.

Yes 6. The institution responded to recommendations made by the advisory committee within the last academic year.

Yes 7. The instructional program provides learning experiences for skills development that is essential for entry level into the occupational field.

Yes 8. Within the classrooms, shops, and laboratories, there is evidence that instruction has been properly organized.

Yes 9. Teaching methods and procedures make provisions for individual differences and needs.

Yes 10. To ensure skill proficiency, sufficient practice is provided for the student with appropriate and suitable equipment similar to that currently accepted in business and industry.

Yes 11. Health emphasis, job safety, and fire prevention are an integral part of instruction.

Yes 12. Records showing the progress of the individual student are maintained.

Yes 13. There is a continuous effort by instructors to determine the reliability and validity of the methods of evaluation.

Yes 14. Course outlines and behavioral objectives have been developed and are utilized.

Yes 15. There is evidence of liaison between each instructor and the respective business or industry.

yes 16. Existing facilities include adequate space and utilities in classrooms, laboratories, and shop areas which provide for safe and orderly instruction.

somewhat 17. There is adequate light, heat, and ventilation in all areas of the facility with particular attention to conditions which might adversely affect health and safety.

yes 18. Existing facilities are well maintained.

yes 19. Proper equipment and adequate instructional and non-instructional supplies are made available to support the instructional program.

Partly 20. Equipment selected represents the quality and type currently used by business and industry.

yes 21. The program has a system of supply and equipment inventory which includes instructional and non-instructional items.

yes 22. All instructional equipment and supplies meet appropriate safety standards.

yes 23. First aid supplies are readily available and accessible.

yes 24. Procedures for handling emergencies are clearly understood by program personnel.

yes 25. There is evidence in the department that a follow-up of former students is conducted periodically.

yes 26. Related support courses outside the core curriculum are relevant to desired program outcomes.

yes 27. There is evidence of cooperation between departments to insure the proper scope and sequence of related support courses.

LEARNING RESOURCE CENTER (LRC)

yes 28. The LRC provides library orientation upon request.

yes 29. The learning resource center includes sufficient materials for program instruction.

yes Not enough 30. The audio visual equipment and materials in the LRC are appropriate for the needs of the program.

yes 31. LRC materials include such items as audio visual aids and equipment; reference books; industrial and technical manuals; and trade, technical, and professional periodicals.

yes 32. A current collection of program materials is maintained by the LRC.

? 33. A plan exists for annually evaluating the services of the learning resource center.

NA 34. The LRC atmosphere is conducive to student utilization of LRC resources.

Please make any comments or suggestions for improving the library services listed above.

STUDENT DEVELOPMENT & SUPPORT SERVICES

Yes 35. Recruitment of students for the program is sufficient.

Yes 36. The program receives timely publicity through brochures, news releases and other sources.

Yes 37. The admissions process is efficient and equitable.

Yes 38. Registration of students is efficient and causes a minimal amount of confusion for students.

Yes 39. Students have access to financial aid information and resources.

Yes 40. Adequate academic counseling is available for students.

Yes 41. Adequate personal counseling is available for students.

Yes 42. Job placement of students is satisfactory.

Yes 43. Student records/transcripts are maintained and transmitted in a confidential and timely manner.

No Should be open longer in Afternoon 44. The bookstore keeps adequate operating hours to serve student needs.

Yes 45. The bookstore handles textbook and supply requests in an efficient and timely manner.

Please make any comments or suggestions for improving student development and support services.

LIFE SKILLS

Yes ? 46. Adequate career counseling & information is available for students.

Yes 47. The Testing Center handles testing and placement of entering students in an efficient and confidential manner.

Yes 48. The Testing Center meets the instructional needs of the program instructors.

? 49. Developmental students are properly advised and placed in appropriate courses.

? 50. Developmental students are adequately prepared to enter the program.

Yes 51. The faculty, staff and students are made aware of the services available through the Advancement Lab (tutoring, etc.).

Please make any comments or suggestions for improving the life skills services listed above.

Please attach any suggestions for improving areas needing corrective action.

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024